

Standardized Assessment Tasks for  
STAAR Alternate

# World Geography

## Definitions/Examples for STAAR Reporting Category 1 World Geography (14) Essence Statement A

The following definitions clarify terms used in the World Geography assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 5

**three branches of government** – The three branches of government consist of executive, legislative, and judicial branches. Each branch has a distinct role in the function of the government. The legislative branch makes laws. A crucial function of the executive branch is to ensure that laws are carried out and enforced. The executive branch includes the agencies that are in charge of everyday enforcement to protect the public from harm. The judicial branch reviews, interprets, and settles questions about the laws.

**presentation** – a way to display the three branches of government and the roles of each branch.

- A presentation can be a poster, brochure, slide presentation, report, model, or any other produced work that the student generates. See one example below:

Branch	Includes	Function
Legislative	Congress	Makes laws
Executive	President and various executive agencies	Enforces laws
Judicial	Supreme Court and lower federal courts	Interprets laws

**role-play** – In the Level 3 assessment task, the student will select only **one** role (one position) to play in the scenario provided by the teacher. For example, the student may decide he or she wants to make a law for others to follow (legislative branch). Other students or school personnel will need to be involved in the scenario so that the other roles of enforcing the law (executive branch) and trying the defendant (judicial branch) can be represented as well.

*Note: It would be appropriate for an assessment teacher who has multiple students at Complexity Level 3 in World Geography to complete Predetermined Criteria 2 for up to three students simultaneously, as long as each student is able to select the role of his or her choice. Predetermined Criteria 1 and 3 will still require individual assessment.*

Level 2: page 5

**Examples of elected office:**

National	State
President	Governor
Vice President	Lieutenant Governor
Secretary of the Treasury	State Auditor

STAAR Reporting Category 1 – History, Government, and Citizenship: The student will demonstrate an understanding of the ways geography influences history, political systems, political activity and civic processes.	
TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations	Essence of TEKS Knowledge & Skills Statement / STAAR-Tested Student Expectations
<p><b>World Geography (14) Government.</b> The student understands the processes that influence political divisions, relationships, and policies. The student is expected to</p> <ul style="list-style-type: none"> <li>(B) compare how democracy, dictatorship, monarchy, republic, theocracy, and totalitarian systems operate in specific countries; Supporting Standard</li> <li>(C) analyze the human and physical factors that influence the power to control territory and resources, create conflict/war, and impact international political relations of sovereign nations such as China, the United States, Japan, and Russia and organized nation groups such as the United Nations (UN) and the European Union (EU). Readiness Standard</li> </ul>	<p><b>Essence Statement A:</b> Recognizes the processes that influence political divisions, relationships, and policies.</p>

### **Level 3**

**Prerequisite skill:** identify and explain the basic functions of the three branches of government

Using reference materials, the student will generate a presentation displaying the three branches of government and the role of each branch. The student will be presented a scenario that includes making a law (legislative branch), enforcing the law and arresting a perpetrator (executive branch), and trying the defendant (judicial branch). The student will select the role that he or she wants to role play. The student will role play his or her selected role. The student will justify which branch of the government was involved in his or her role play.

Predetermined Criteria

1. The student will generate a presentation displaying the three branches of government and the role of each branch.
2. The student will role play his or her selected role.
3. The student will justify which branch of the government was involved in his or her role play.

Process skill: create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies

### **Level 2**

**Prerequisite skill:** describe the basic structure of government in the community, state, and nation

The student will be presented an elected office at the national level and an elected office at the state level that have parallel roles. The student will identify roles of the state official and the national official. The student will identify the individual who currently occupies each office. The student will identify one way the state office is different than the national office.

Predetermined Criteria

1. The student will identify roles of the state official and the national official.
2. The student will identify the individual who currently occupies each office.
3. The student will identify one way the state office is different than the national office.

## Level 1

**Prerequisite skill:** identify authority figures in the home, school, and community

The student will be presented representations of activities involving rules and safety that are common to both school and home and are performed by an authority figure. The student will explore the representations. The student will participate in pairing the representations to the authority figure at school as the role of that authority figure is described. The student will participate in pairing the same representations to a representation of an authority figure who performs the same role at home.

Predetermined Criteria

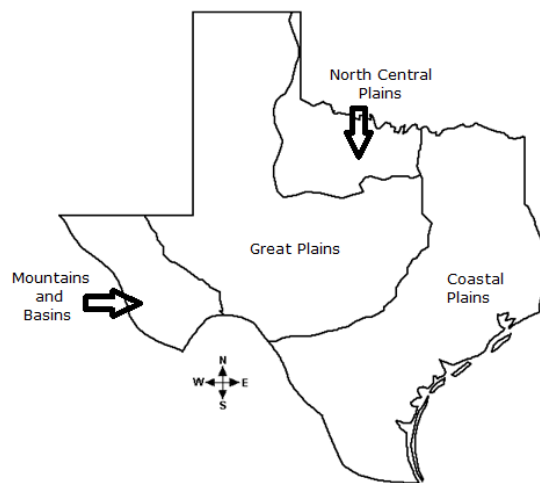
1. The student will explore the representations.
2. The student will participate in pairing the representations to the authority figure at school as the role of that authority figure is described.
3. The student will participate in pairing the same representations to a representation of an authority figure who performs the same role at home.

## Definitions/Examples for STAAR Reporting Category 2 World Geography (4) Essence Statement B

The following definitions clarify terms used in the World Geography assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

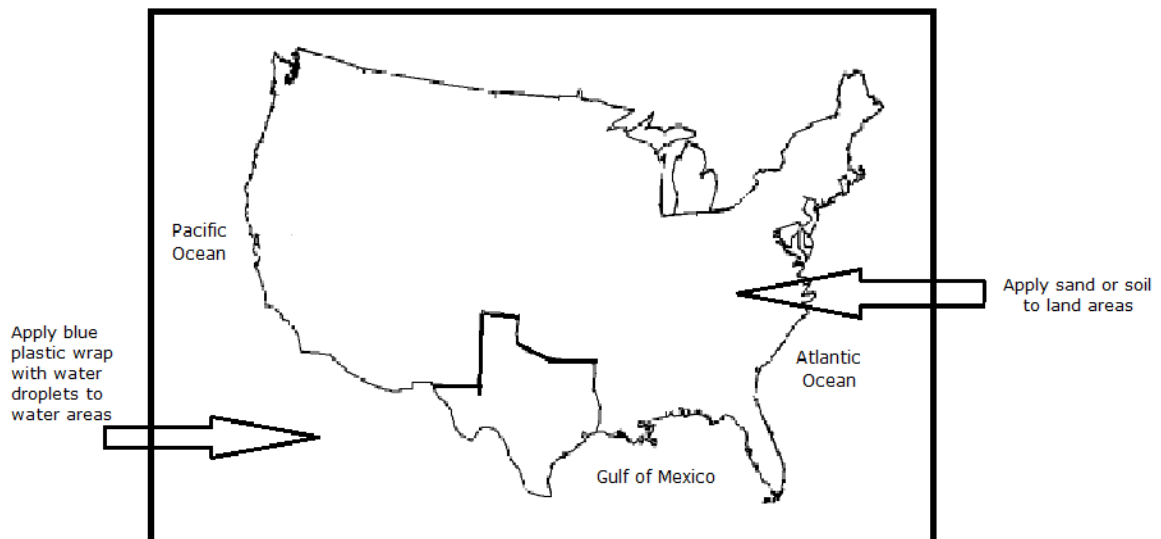
Levels 3 and 2: page 9

**major regions of Texas** – Texas is divided into four major regions (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains). Each region has its own climate and natural resources.



Level 1: page 10

**topographical map of the United States** – a physical representation of a U.S. map, either commercial or teacher-made, that distinctly shows how landforms, specifically land and water features, differ from one another. This map should provide texture that appropriately represents the characteristics of land and water. In addition, this map should clearly show the borders of Texas. One example is shown below:



<b>STAAR Reporting Category 2 – Geography: The student will demonstrate an understanding of Earth’s physical and human patterns, characteristics and processes that affect people, places and environments.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>
<p><b>World Geography (4) Geography.</b> The student understands the patterns and characteristics of major landforms, climates, and ecosystems of Earth and the interrelated processes that produce them. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) explain how elevation, latitude, wind systems, ocean currents, position on a continent and mountain barriers influence temperature, precipitation, and distribution of climate regions; Readiness Standard</li> <li>(B) describe different landforms and the physical processes that cause their development; Supporting Standard</li> <li>(C) explain the influence of climate on the distribution of biomes in different regions. Supporting Standard</li> </ul>	<p><b>Essence Statement B:</b> Recognizes the patterns and characteristics of different landforms, climates, and ecosystems of Earth.</p>



### **Level 3**

**Prerequisite skill:** identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation

The student will select two of the four major regions of Texas. Using reference materials, the student will generate a graphic organizer displaying information about the landforms, climate, and vegetation for each region. The student will compare the information about the two regions. The student will generate a conclusion about the regions using information from the graphic organizer.

#### Predetermined Criteria

1. The student will generate a graphic organizer displaying information about the landforms, climate, and vegetation for each region.
2. The student will compare the information about the two regions.
3. The student will generate a conclusion about the regions using information from the graphic organizer.

Process skill: differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas

### **Level 2**

**Prerequisite skill:** locate places of significance, including the local community, Texas, the state capital, the U.S. capital, major cities in Texas, the coast of Texas, Canada, Mexico, and the United States on maps and globes

The student will be presented a map of Texas that is divided into the four labeled regions. The student will identify the region on the map in which he or she lives. The student will identify a characteristic of his or her region. The student will choose a second region. The student will identify one way in which the two regions are the same or different.

#### Predetermined Criteria

1. The student will identify the region on the map in which he or she lives.
2. The student will identify a characteristic of his or her region.
3. The student will identify one way in which the two regions are the same or different.

## Level 1

**Prerequisite skill:** identify the physical characteristics of place such as landforms, bodies of water, natural resources, and weather

The student will be presented a large topographical map of the United States that includes the Pacific Ocean, Atlantic Ocean, and Gulf of Mexico. The student will be presented sensory input representing land. The student will experience the sensory input. The student will participate in outlining the shape of Texas on the map. The student will be presented sensory input representing a body of water. The student will experience the sensory input. The student will participate in pairing the sensory experience of water to the Gulf of Mexico on the map.

### Predetermined Criteria

1. The student will experience sensory input for both land and the body of water.
2. The student will participate in outlining the shape of Texas on the map.
3. The student will participate in pairing the sensory experience of water to the Gulf of Mexico on the map.

**Definitions/Examples for STAAR Reporting Category 3 World Geography (17)  
Essence Statement C**

The following definitions clarify terms used in the World Geography assessment tasks to ensure that the content of the tasks is understood. When appropriate, examples and nonexamples have been provided for further clarification. These are just examples and do not represent all the appropriate ways to test the skills in the STAAR Alternate assessment tasks.

Level 3: page 14

**customs and traditions** – a passing down of a culture from one generation to the next; a continuing pattern of culture, beliefs, and practices followed by people of a particular group or region. The examples below illustrate some customs and traditions from two different ethnic groups:

<b>Japanese</b>		<b>Hispanic-Latino</b>	
Wearing a kimono	Traditional clothing that has meaningful designs/colors; worn for special occasions such as weddings and funerals.	Mariachi music	Folk music where musicians play instruments and wear studded charro outfits and wide brim hats. Music is often stories of Mexican history.
Origami	Paper is folded to create sculptures. Designs have symbolism (ex. crane represents peace).	Quinceanera	Marks the beginning of adulthood in an adolescent female.
Cherry Blossom Festival	A festival and picnic with friends and family; represents elegance and beauty.	Cinco de Mayo	Celebration of Mexican heritage and pride.

The generated list should contain several examples.

Other ethnic groups that could be used are:

- American Indian
- Vietnamese
- Native Hawaiians and other Pacific Islanders
- Middle Eastern

**ethnic and/or cultural traditions** – See examples below:

Custom/Tradition	Purpose	Items associated with tradition
Kwanzaa	To celebrate and honor African American heritage and culture	Colorful african cloth, kaftans, pictures of someone lighting kinara candles; pictures of Kwanzaa symbols
Fiesta San Antonio	To honor the memory of the battles of The Alamo and San Jacinto	Pictures of The Battle of Flowers Parade; pictures of The Alamo; objects that represent The Alamo
Oktoberfest	To celebrate German heritage	Pictures of German celebrations with food, traditional German clothing; dance, Polka music with accordion

Examples of other cultural celebrations could be:

- St. Patrick’s Day – celebrated annually on March 17 in honor of Ireland’s patron saint. In Ireland, the day is primarily a religious occasion. In the United States, St Patrick’s Day celebrations are secular and many Americans celebrate their Irish lineage by wearing green clothing and having parades.
- Chinese Lunar New Year – a festive holiday celebrated for about two weeks and observed by the Chinese, Koreans, and Vietnamese. People dress up in costumes, exchange food and gifts, visit family members, and remember ancestors. Each year is symbolized by a different animal.
- Juneteenth – held annually on June 19 and celebrates the freedom of over 250,000 slaves at the close of the Civil War. Juneteenth festivals include picnics, parades, music, and dancing.

<b>STAAR Reporting Category 3 – Culture: The student will demonstrate an understanding of the patterns, characteristics and processes of cultures.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>
<p><b>World Geography (17) Culture.</b> The student understands the distribution, patterns, and characteristics of different cultures. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive; Readiness Standard</li> <li>(B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism, and their spatial distribution; Supporting Standard</li> <li>(C) compare economic, political, or social opportunities in different cultures for women, ethnic, and religious minorities, and other underrepresented populations; Supporting Standard</li> <li>(D) evaluate the experiences and contributions of diverse groups to multicultural societies. Supporting Standard</li> </ul>	<p><b>Essence Statement C:</b> Recognizes the characteristics and contributions of different cultures.</p>

### **Level 3**

**Prerequisite skill:** describe customs and traditions of various racial, ethnic, and religious groups in the United States

Using reference materials, the student will generate a list of customs and traditions for a specified ethnic group in the United States. The student will locate the country or region of origin of the customs and traditions on a map. The student will determine the significance of the customs and traditions to its people.

Predetermined Criteria

1. The student will generate a list of customs and traditions for a specified ethnic group in the United States.
2. The student will locate the country or region of origin of the customs and traditions on a map.
3. The student will determine the significance of the customs and traditions to its people.

Process skill: differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States

### **Level 2**

**Prerequisite skill:** explain the significance of various ethnic and/or cultural celebrations in the local community and the country

The student will be presented the names of three different ethnic and/or cultural traditions and a collection of items and/or pictures associated with the three traditions. The student will match the items to the three cultural traditions. The student will match the country or region of origin to each tradition. The student will identify the purpose for each tradition.

Predetermined Criteria

1. The student will match the items to the three cultural traditions.
2. The student will match the country or region of origin to each tradition.
3. The student will identify the purpose for each tradition.

## Level 1

**Prerequisite skill:** identify similarities and differences among people such as music, clothing, and food

The student will be presented a collection of items, half of which are unique to the student, and half of which are unique to a classmate. The student will participate in pairing each item to the person to whom it belongs. The student will acknowledge the items that belong to himself or herself and the items that belong to the classmate. The student will participate in pairing his or her name to his or her belongings and the classmate's name to the classmate's belongings.

### Predetermined Criteria

1. The student will participate in pairing each item to the person to whom it belongs.
2. The student will acknowledge the items that belong to himself or herself and the items that belong to the classmate.
3. The student will participate in pairing his or her name to his or her belongings and the classmate's name to the classmate's belongings.

## Definitions/Examples for STAAR Reporting Category 4 World Geography (20) Essence Statement D

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Level 3: page 18

### **ways people have communicated through technology (past to present)**

The student will generate this list of several examples on his or her own using reference materials.

- Appropriate examples the student could include: mail delivery, telegraph, land line telephone with a standard wall connection, wireless telephone, cellular telephone, smartphone, video phone, fax machine, typewriter, and computer.

Level 2: page 18

### **communication tools**

- Examples of communication tools could include telegraph, typewriter, computer, standard telephone, and cellular telephone.

Level 1: page 19

### **different communication modes**

- Examples of communication modes could include: delivering the message in person, sending the message through U.S. mail, and sending the message electronically through text message on a mobile device or email on a computer.



<b>STAAR Reporting Category 4 – Economics, Science, Technology, and Society:</b> <b>The student will demonstrate an understanding of how resources, economic activities, economic systems, and issues are related to economic and technological development.</b>	
<b>TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>	<b>Essence of TEKS Knowledge &amp; Skills Statement / STAAR-Tested Student Expectations</b>
<p><b>World Geography (20) Science, technology, and society.</b> The student understands how current technology affects human interaction. The student is expected to</p> <ul style="list-style-type: none"> <li>(A) describe the impact of new information technologies such as the Internet, Global Positioning System (GPS), or Geographic Information Systems (GIS); Supporting Standard</li> <li>(B) examine the economic, environmental, and social effects of technology such as medical advancements or changing trade patterns on societies at different levels of development. Supporting Standard</li> </ul>	<p><b>Essence Statement D:</b> Recognizes how current technology affects societies.</p>

### **Level 3**

**Prerequisite skill:** explain how scientific discoveries and technological innovations in the fields of medicine, communication, and transportation have benefited individuals and society in the United States

Using reference materials, the student will generate a list of different ways people have communicated through technology from the past to the present. The student will organize the list according to when the technology was first introduced. The student will justify why the most recent mode of communication is an improvement compared to the first entry on the list.

Predetermined Criteria

1. The student will generate a list of different ways people have communicated through technology from the past to the present.
2. The student will organize the list according to when the technology was first introduced.
3. The student will justify why the most recent mode of communication is an improvement compared to the first entry on the list.

### **Level 2**

**Prerequisite skill:** describe how science and technology change communication, transportation, and recreation

The student will be presented a blank timeline and representations of communication tools used during different periods in history along with other noncommunication tools. The student will identify the communication tools. The student will arrange the communication tools on the timeline in chronological order. The student will identify one communication technology device that he or she uses.

Predetermined Criteria

1. The student will identify the communication tools.
2. The student will arrange the communication tools on the timeline in chronological order.
3. The student will identify one communication technology device that he or she uses.

Process skill: sequence and categorize information

## Level 1

**Prerequisite skill:** describe how technology changes communication, transportation, and recreation

The student will participate in developing a message to be sent to an individual. The student will participate in delivering the message in different communication modes. The student will respond to the individual each time the receipt of the message is acknowledged.

Predetermined Criteria

1. The student will participate in developing a message to be sent to an individual.
2. The student will participate in delivering the message in different communication modes.
3. The student will respond to the individual each time the receipt of the message is acknowledged.